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ABSTRACT

The Illinois Council on Vocational Education surveyed by mail 186 educational and Job Training Partnership ACT (JTPA) representatives to evaluate the coordination between the state's vocational education system and its job training system. The response rate was 51 percent. Findings indicated that the majority of the service delivery area (SDA) directors for the JTPA programs either had no opinion on the adequacy and effectiveness of the Perkins' Section 2 programs in Illinois or gave them low ratings. The majority of respondents from the regional delivery systems rated the improvement and expansion of JTPA programs below average. Both the JTPA and vocational education respondents rated the effectiveness of coordination as mediocre in increasing program goals, yet both groups viewed coordination as a whole above average. They agreed in the following areas: which barriers limit coordination; conferences or in-person contact as the best information exchange and coordination methods; the need for more cross-training of staff members and professional training; and the goal of improving human development. The only activity perceived to be highly effective in coordination planning and reducing duplication at the local level was participation in coordination agreements. Statewide, regional, and local conferences, seminars, and workshops on coordination topics and communication between private industry councils and educational institutions in the SDA were recommended. (YLB)

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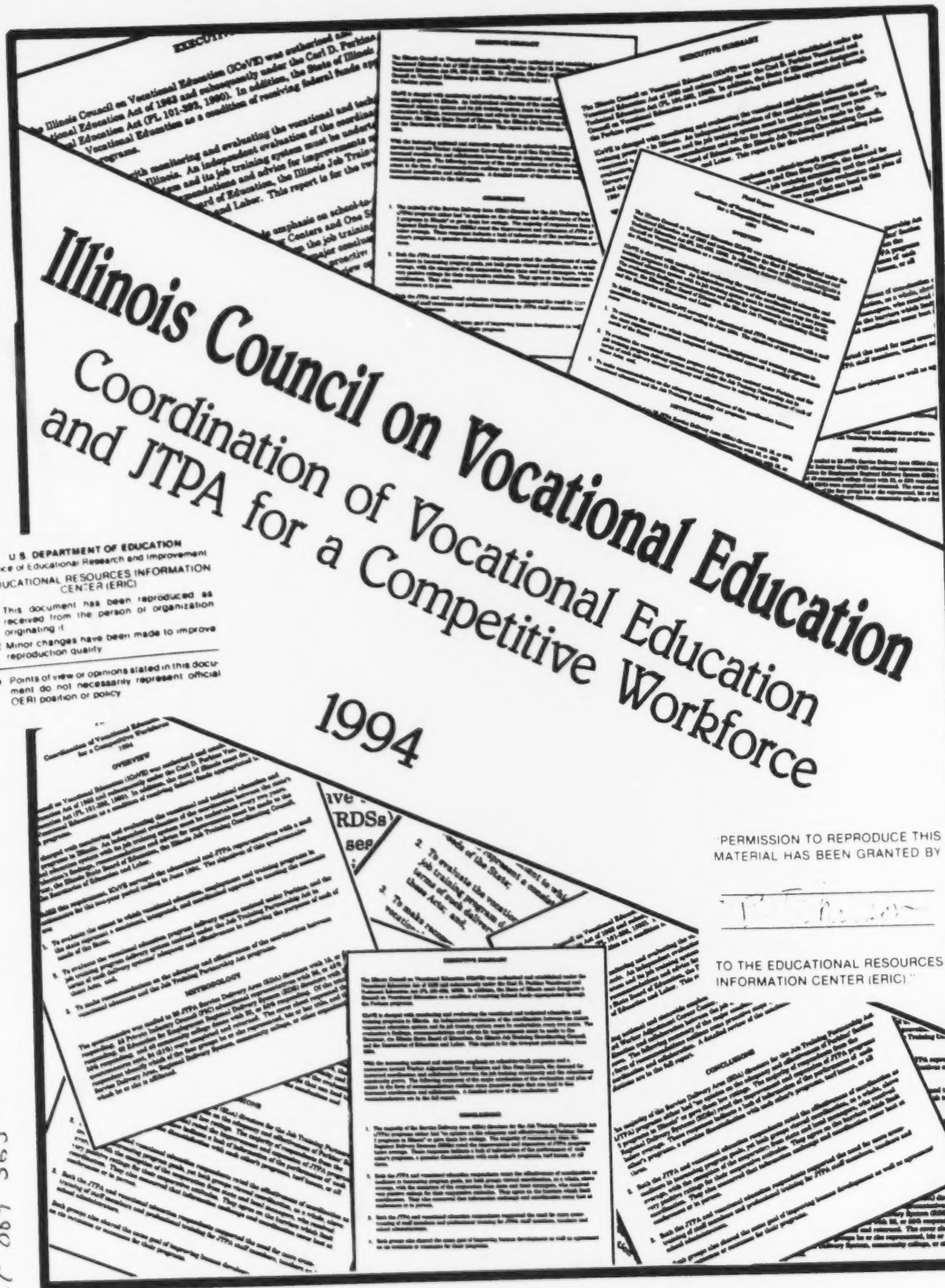

Illinois Council on Vocational Education

Coordination of Vocational Education and JTPA for a Competitive Workforce

1994

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Coordination of Vocational Education and JTPA for a Competitive Workforce

1994

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GLOSSARY OF ACRONYMS

ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDCCA	Illinois Department of Commerce and Community Affairs
ISBE	Illinois State Board of Education
IJTCC	Illinois Job Training Coordinating Council
JTCC	Job Training Coordinating Council
JTPA	Job Training Partnership Act
LEOs	Local Elected Officials
OJT	On-the-Job Training
PIC	Private Industry Council
RDS	Regional Delivery System
SDA	Service Delivery Area

EXECUTIVE SUMMARY

The Illinois Council on Vocational Education (ICoVE) was authorized and established under the Vocational Education Act of 1963 and subsequently under the Carl D. Perkins Vocational and Technical Education Act (PL 101-392, 1990). In addition, the State of Illinois must designate a Council on Vocational Education as a condition of receiving federal funds appropriated through the Perkins programs.

ICoVE is charged with monitoring and evaluating the vocational and technical education and training programs in Illinois. An independent evaluation of the coordination between the state's vocational education system and its job training system must be undertaken every two years. The evaluation's findings, recommendations and advice for improvements must be made to the Governor, the Illinois State Board of Education, the Illinois Job Training Coordinating Council, and the Secretaries of Education and Labor. This report is for the two-year period ending June 1994.

With the increasing national and statewide emphasis on school-to-work programs and a movement toward Worker Adjustment Career Centers and One Stop Centers, the demand for increased coordination and collaboration between the job training community and the educational community grows. The following summary of the major conclusions of the evaluation and plan of action in the form of recommendations outlines some proactive steps that can lead to this increased coordination and collaboration. A detailed review of the conclusions and recommendations are in the full report.

CONCLUSIONS

1. The majority of the Service Delivery Area (SDA) directors for the Job Training Partnership Act (JTPA) programs either had "no opinion on the adequacy and effectiveness of Perkins' Section 2 programs in Illinois" or gave them low ratings. The majority of respondents from the Regional Delivery Systems (RDSs) rated the improvement and expansion of JTPA programs below average. These responses indicate a lack of information of the performance of each other's programs, a genuine dissatisfaction with each other's programs, turf issues, or all three.

2. Both the JTPA and vocational education respondents rated the effectiveness of coordination as mediocre in increasing program goals, yet both groups viewed coordination, as a whole, above average, with the exception of the cooperation from state and local managers, who received very positive ratings for their cooperative attitudes. They agree on the barriers which limit coordination. They also concurred that information exchange and coordination occur best at conferences or in person.

3. Both the JTPA and vocational education respondents supported the need for more cross-training of staff members and professional training for JTPA staff members, teachers and school administrators.

4. Both groups also shared the same goal of improving human development as well as agreement on six outcomes or successes for their programs.

5. The only activity perceived to be highly effective in coordination planning and reducing duplication at the local level was participation in coordination agreements.

6. A direct relationship exists between which educational entity is represented on the Private Industry Council and who receives information from these PIC members.

RECOMMENDATIONS

1. ICoVE, in conjunction with the Illinois State Board of Education, the Illinois Community College Board, the Illinois Department of Commerce and Community Affairs, the Illinois Employment Training Partnership and the Illinois Job Training Coordinating Council should sponsor statewide, regional, and local conferences, seminars, and workshops. Topics should include
    - exchange of information about Perkins and JTPA programs, performance requirements, goals, objectives, and outcomes statewide and by region;
    - effects of recently amended JTPA legislation and its revised regulations;
    - projections on impact of "block grants" for the two systems;
    - program to cross-train staff members;
    - staff development training; and
    - a forum on how to eliminate barriers to coordination.

2. The educational representative(s) for each PIC should communicate to the educational institutions in the SDA. They should request that the PIC member(s) communicate information from PIC meetings with them including the PIC agenda.

3. The selection of educational representative(s) for the PIC should be broadened to include representation of more educational institutions on the PIC in workforce development. The educational representative(s) should be made aware of the necessity to communicate PIC meeting information.

4. ICoVE should continue the biennial survey of the adequacy and effectiveness of coordination between the vocational education institutions and JTPA programs in Illinois. ICoVE should explore conducting this survey with IDCCA and producing a joint report.

Final Report

Coordination of Vocational Education and JTPA for a Competitive Workforce 1994

OVERVIEW

The Illinois Council on Vocational Education (ICoVE) was authorized and established under the Vocational Education Act of 1963 and subsequently under the Carl D. Perkins Vocational and Technical Education Act (PL 101-392, 1990). In addition, the state of Illinois must designate a Council on Vocational Education as a condition of receiving federal funds appropriated through the Perkins programs.

ICoVE is charged with monitoring and evaluating the vocational and technical education and training programs in Illinois. An independent evaluation of the coordination between the state's vocational education system with its job training system must be undertaken every two years. The evaluation's findings, recommendations and advice for improvements must be made to the Governor, the Illinois State Board of Education, the Illinois Job Training Coordinating Council, and the Secretaries of Education and Labor.

To fulfill this requirement, ICoVE surveyed the educational and JTPA representatives with a mail questionnaire for the two-year period ending in June 1994. The objectives of this questionnaire were:

1. To evaluate the extent to which vocational education, employment and training programs in the state represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State;

2. To evaluate the vocational education program delivery system assisted under Perkins, and the job training program delivery system assisted under the Job Training Partnership Act in terms of such delivery systems' adequacy and effectiveness in achieving the purposes of each of these Acts; and,

3. To make recommendations on the adequacy and effectiveness of the coordination between vocational education and the Job Training Partnership Act programs.

METHODOLOGY

The questionnaire was mailed to 26 JTPA Service Delivery Area (SDA) directors with 15, or 58%, responding; 58 Private Industry Council (PIC) educational representatives with 26, or 45% responding; 62 Education for Employment Regional Delivery System (RDS) directors with 31, or 50% responding; and 40 community college deans with 22, or 55% responding. Of the total 186 questionnaires sent, 94 (51%) were completed and returned. The cover sheet requested that each respondent identify which of the four groups he or she represented, his or her title, and the Service Delivery Area, Regional Delivery System, community college, or other organization with which he or she is affiliated.

Each question was followed by a response format which listed the rating scores from 1 to 5, indicating lowest to highest ratings. Respondents expressed their opinions by circling the rating scales and completing blanks where appropriate. Written comments on any of the questions were also encouraged. Many of the questions also provided ratings for the present as well as for improvement since 1991.

The questionnaire was divided into two sections with the first section completed by all four groups. The questions in the second section were identical except that the first part asked for responses in relationship to JTPA programs, and the second part asked for responses in relationship to vocational education.

QUESTIONS

Section One, Question One

1. How adequately and effectively has Illinois met Section 2 of the Carl D. Perkins Vocational Education Act? It is the purpose of the Act to:

   (1) assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future workforce for marketable skills and to improve productivity and promote economic growth;

   (2) assure that individuals who are inadequately served under vocational education programs are assured access to quality [individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions];

   (3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

   (4) improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;

   (5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in the State or employment market;

   (6) assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

   (7) assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

(8) improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping of occupations, job skills, levels of competency, and careers; and

(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
1. It should be noted that from 33% to 60% of the fifteen SDA respondents had "no opinion" on each of the nine questions in the first part of this section.	1. The high percentage of "no opinion" from SDA representatives suggests a lack of knowledge of Perkins efforts in the state by a significant number of SDA personnel.	1. ICoVE, in conjunction with the Illinois State Board of Education, the Illinois Community College Board, the Illinois Employment Training Partnership and the Illinois Job Training Coordinating Council should sponsor statewide and/or regional seminars on Perkins and JTPA programs that exist in each region and their outcomes.
1.1 The SDAs were the only group to evaluate the state's ability to expand, improve, modernize, and develop quality vocational education programs as less than average currently and in regards to improvements since 1991.	1.1 The community colleges' positive assessment of the impact of vocational educational programs on unemployment may be due to their greater involvement with dislocated workers programs, as compared to programs for the economically disadvantaged.	
	1.1-9. The SDAs rated below average seven of the nine areas regarding the adequacy and effectiveness of Illinois meeting the purpose of the Perkins. These responses seem to indicate either a lack of information on the performance of programs operated under Perkins or a genuine dissatisfaction with the delivery and results of these programs.	1.1-9. An additional telephone or mail survey of SDAs should be undertaken to determine the reasons for their poor ratings and lack of responses.

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
1.2 All four groups of representatives assessed access to quality vocational education as above average, with the community college response significantly higher than the other respondents.	1.2 The agreement that special populations have accessibility to vocational education programs may have as much to do with the American Disabilities Act as with coordination.	
1.3 The SDAs were the only group which viewed the promotion of greater cooperation between public agencies and the private sector as below average.	1.3 The SDA view of the lack of relevance of training and retraining to labor market needs may reflect JTPA performance standards with growing emphasis on training-related job placements	
1.4 All four groups of representatives evaluated the improvement of the academic foundations of vocational students as positive.		
1.5 The SDA representatives were the only group to view the provision of vocational education services to train, retrain, and upgrade employed and unemployed workers as less than average currently and since 1991.		
1.6 The SDA representatives rated the assistance to the most economically depressed areas of the state as very poor, as they did improvements since 1991. The community college representatives also gave poor marks in this area for the current period.	1.6 The SDA and community college concerns about the lack of adequate assistance to depressed areas in Illinois should be investigated for accuracy.	

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
1.7 The SDA representatives also rated the utilization of a full range of supportive services below average for the current period, as well as for improvement since 1991.		
1.8 The SDA representatives rated the improvement of the effectiveness of consumer and homemaking education and the reduction of limiting effects of sex-role stereotyping as below average.		
1.9 The SDA representatives rated the authorization of national programs designed to meet vocational education needs as below average. Both the PIC and SDA representatives viewed improvements since 1991 as below average.		

QUESTIONS

Section One, Question Two

2. How adequately and effectively has Illinois met the Carl D. Perkins Vocation Education Act

In terms of

(1) The impact of program offerings on unemployment?
(2) The accessibility of programs to special populations?
(3) The relevance of training and retraining to labor market needs?
(4) The improvement and expansion of programs to meet the state's workforce?
(5) The promotion of economic growth?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
2. In question 2, 40% to 53% of the 15 SDAs had no opinion in all five areas.	2. The high percentage of "no opinion" from the SDAs again suggests lack of information about or dissatisfaction with Perkins programs.	2.a Encourage both formal and informal exchange of information about performance requirements and outcomes of Perkins and JTPA programs.

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
2.1 With the exception of the community colleges, who highly rated the impact of Perkins' program offerings on unemployment, the other three groups gave low marks to this question both for the current period and for improvements since 1991. The lowest ratings were from the SDAs.	2.1-5 The community colleges' positive assessment of the impact of vocational educational programs on unemployment may be due to their Small Business Development Centers, as well as greater involvement with dislocated workers programs as compared to economically disadvantaged programs.	2.b Encourage ISBE and DCCA to share Perkins and JTPA information with one another and their constituencies.
2.2 All four groups viewed the accessibility of programs to special populations positively; however, the vocational education responses were significantly higher than the JTPA responses.	2.2 The agreement that special populations have accessibility to vocational education programs may have as much to do with the American Disabilities Act as with coordination.	
2.3 Regarding the relevance of training to labor market needs, the SDA representatives once again split from the other three groups, rating this area below average for the current period and since 1991.	2.3 SDAs' view of the lack of relevance of training and retraining to labor market needs may reflect JTPA performance standards with growing emphasis on training-related job placements.	
2.4 All four groups rated the improvement and expansion of programs positively for the current period, but the JTPA groups rated improvement since 1991 below average.		
2.5 The promotion of economic growth was viewed positively by all groups except the SDA representatives. The community colleges rated this area much higher than the others.		

QUESTIONS

Section One, Questions Three & Four

3. How adequately and effectively has JTPA met its stated purposes for Illinois?

4. How adequately and effectively has Illinois met the Job Training Partnership Act (JTPA)

In terms of

(1) The impact of program offerings on unemployment?
(2) The accessibility of programs to special populations?
(3) The relevance of training and retraining to labor market needs?
(4) The improvement and expansion of programs to meet the state's workforce?
(5) The promotion of economic growth?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
3. RDSs were the only group to give a below average rating to the adequacy and effectiveness of JTPA's stated purpose in Illinois for both the current period and for improvements since 1991.	3. The RDSs' low rating for JTPA's adequacy and effectiveness indicates lack of information, genuine dissatisfaction, or turf issues.	3./4. Increased communication and information exchange between RDS and SDA personnel should take place in a forum that allows for honest, open exchange and debate.
4. RDSs evaluated three of the five questions in number four below average.		
4.1 RDSs evaluated the impact of JTPA programs on unemployment as below average, while the other three groups gave above-average ratings with the highest ratings from the SDAs.	4.1 RDSs have little confidence in JTPA's positive impact on unemployment.	
4.2 The ratings varied significantly in evaluating JTPA's accessibility to special populations. The PICs were below average, the SDAs evaluation well above average, and the vocational education response above average.	4.2 The PICs' low rating of JTPA's access to special populations suggests that they view the SDAs as "creaming" participants or as not having adequate programs for special populations, or PICs lack information in this area.	

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
4.3 All four groups of respondents gave positive ratings to the relevance of JTPA's training programs to the labor market needs.		
4.4 The Regional Delivery System directors were the only group to rate the improvement and expansion of JTPA programs as below average.		
4.5 Interestingly, both the RDSs and the SDAs rated JTPA's promotion of economic growth below average for the current evaluation period. The total vocational education response for improvement since 1991 was rated below average.	4.5 The view of both RDSs and SDAs that JTPA has little impact on economic growth may be based on the reality that a single program cannot have such a major impact in a community, or it may be frustration with the lack of employment opportunities in some counties.	

QUESTIONS

Section One, Question Five

5. How adequately and effectively have the two Acts (Carl D. Perkins Vocational Education Act and Job Training Partnership Act) been successful in coordinating and working together in terms of increasing

(1) The impact of program offerings on unemployment?
(2) The accessibility of programs to special populations?
(3) The relevance of training and retraining to labor marker needs?
(4) The improvement and expansion of programs to meet the state's workforce?
(5) The promotion of economic growth?
(6) The extent that secondary and postsecondary institutions are given the right of first refusal to provide JTPA programs and services?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
5. Question five, which evaluates the coordination between JTPA and vocational education, had 33% to 53% of the SDA respondents giving no opinion for all 6 parts of this question; the SDAs who did respond rated 4 of the 6 questions in part five below average.	5. With the exception of having a positive impact on the accessibility of programs to special populations, the effectiveness of coordination is viewed by all four groups as mediocre.	5. The recently amended JTPA legislation and its revised regulations have significantly changed some JTPA policy and requirements. Information on these changes should be transmitted to the PICs and vocational educational institutions. Consideration should also be given to holding regional or statewide workshops to discuss the changes and their ramifications.
5.1 Both the PICs and SDAs rated below average coordination's impact on program offerings to decrease unemployment.		
5.2 All four groups agreed that coordination has had a positive impact on the accessibility of programs to special populations.		
5.3 The SDA directors rated below average coordination increasing the relevance of training and retraining to labor market needs.		
5.4 While the ratings of all 4 groups were similar regarding the impact coordination has on the improvement and expansion of programs to meet statewide workforce needs, the SDAs did rate it below average.		

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
5.5 The directors of both the SDAs and the RDSs rated the promotion of economic growth through coordination below average both for the current period and for improvements since 1991.		
5.6 The representatives from the PICs, RDSs and community colleges all rated the extent to which secondary and postsecondary institutions are given the right of first refusal to provide JTPA programs and services below average.	5.6 Coordination in the area of the right of first refusal was rated negatively by every group except the SDAs. This result may be due to the fact that the SDAs are required to have an open bidding process and suggests that this requirement may not be universally known in all areas.	

QUESTIONS

Section One, Question Six

6. A variety of factors promote successful coordination of JTPA and vocational delivery systems. How would you rate the following for your locality:

(1) The cooperative attitude of managers at state level?
(2) The cooperative attitude of managers at local level?
(3) The mutual needs and good of agencies, particularly related to serving clients effectively?
(4) The previous history of coordination?
(5) The mechanisms to build consensus and resolve conflicts that may arise during planning and implementation of coordination efforts?
(6) The cross training of staff?
(7) The joint planning among agencies?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
6. The seven sections in question 6 examine the success of the factors which promote successful coordination between the two systems.		
6.1 All four groups of respondents gave positive ratings to the cooperative attitude of managers at the state level.	6.1,2 As a whole, coordination was viewed as just above average by all groups with the exception of the cooperation from state and local managers in encouraging coordination between the two programs who received higher ratings. These individuals may be perceived as more neutral and, therefore, their efforts are given more validity.	6.1 State and local managers should be encouraged to continue and expand their coordination efforts.
6.2 All four groups gave very positive ratings to the cooperative attitude of managers at the local level.		6.2 A training program to cross-train staff members should be developed at the state level and delivered regionally or locally.
6.3 The PIC, RDSs, and community colleges all rated the effectiveness of the mutual needs and good of agencies in serving clients quite highly. The SDA directors rated this factor significantly lower.	6.3 The SDAs view that concern for the mutual good of clients does not increase coordination is a perception that should be examined further.	
6.4 Three groups rated the history of coordination to be average with the Regional Delivery System directors rating it slightly below average.		
6.5 All four groups rated above average the mechanisms in place to build consensus and resolve conflicts.		

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
6.6 All four groups indicated the cross training of staff members was not adequate.	6.6 All four groups support cross training of staff members.	
6.7 The JTPA responses rated joint planning among agencies as below average, while the RDSs and community colleges rated it above average.		

QUESTIONS

Section One, Question Seven

7. Some agencies (SDAs - LEAs) have encountered barriers which have limited coordination of JTPA and vocational programs. How would you rate the following for your locality:

   (1) The turf issues?
   (2) The lack of knowledge of purposes and operation of other programs?
   (3) The difference in program requirements, outcomes, and mandate interpretation?
   (4) The different geographical boundaries of coordinating agencies?
   (5) The incompatible procedures, forms, and/or management systems?
   (6) The difficulty in working with staff from other agencies?
   (7) The school schedule, such as semester-based vocational education programs, which cannot easily adapt to JTPA training needs?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
7. The seven parts of this question evaluate the barriers which have limited coordination of JTPA and vocational education programs. SDAs rated six of the seven barriers as serious problems.		7.a Since agreement exists on the barriers to coordination, the state should lead in presenting regional or local forums which would explore how to eliminate or reduce each barrier.
7.1 Both the SDAs and community colleges view turf issues as a serious problem.	7.1 All respondents are aware of the barriers which limit coordination and agree as to what they are. The only exception is geographical boundaries which the SDAs alone view as a barrier.	7.b Locally the PICs working with the RDSs should consider forming a joint committee to explore ways to overcome these barriers.

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
7.2 While all four groups rated the lack of knowledge of purposes and operation of the other's programs about the same, the JTPA response indicated they view it as a more serious problem than does vocational education.		
7.3 All four groups viewed the differences in program requirements, outcomes, and mandate interpretations as serious problems to coordination.	7.3,5 The difference in program requirements, outcomes and mandates results in incompatible procedures, forms and management systems. These are the only barriers that legislation affects. However, better understanding of each other's programs is needed more than legislative changes.	
7.4 Only the SDA directors indicate that different geographical boundaries present a somewhat serious problem.		
7.5 All four groups view incompatible procedures, forms, and/or management systems as a serious problem to coordination.		
7.6 While individual respondents disagreed, as a whole all four groups agreed that working with each other's staff members is not a serious problem.		
7.7 The SDAs viewed school schedules, such as semester-based vocational education programs, as a barrier to coordination.		

QUESTIONS

Section One, Questions Eight - Eleven

8. What is the title of the educational representative on your PIC?

9. Do you feel that the education representative on your PIC represents the educational institutions in the SDA? If no, how could this be improved?

10. Has the education representative on your PIC communicated with all the educational institutions in the SDA? How?

11. Have the educational institutions communicated with the PIC in their SDA? How?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
8. The question requested the title of the educational representative on the PIC. The majority of representatives included community college vice presidents, deans, and directors and regional superintendents of schools.	8.-11.a A direct relationship exists between who the educational representative is on the PIC and who receives information from PIC members. Most of the PIC educational representatives were identified as being affiliated with the community colleges or the regional superintendent of schools office. The PIC members and the community colleges believe these PIC representatives communicate well with the educational community while the RDSs disagreed. The SDAs stated they did not know if communication took place.	8-11.a. The educational representative(s) for each PIC should communicate to the educational institutions in the SDA. They should request that the PIC member communicate information from PIC meetings with them.

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
	8.-11.b A direct relationship also exists between who is on the PIC and the method communication is received from the PIC representatives. The individuals in each group who receive information from the educational representative were asked to identify the method(s) it was received. The two most common means of communicating information about PIC meetings are in person or in a general meeting. Newsletters and minutes were used to a much lesser degree. This indicates that the PIC educational representatives will communicate with the group they represent, but not as effectively with the rest of the education community.	8-11.b/c. The selection of educational representative(s) for the PIC should be broadened to include the representation of more educational institutions on the PIC in workforce development. The educational representative(s) should be made aware of the necessity to communicate PIC meeting information.
9. From 75-84% of the respondents from the PICs, SDAs and community colleges rated the representation provided by educational members on the PIC very high. Only 56% of the Regional Delivery System respondents viewed this representation positively.		

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
10. The degree to which the four groups viewed the PIC education representative's communicating with all the educational institutions in the SDA was very mixed. A near majority of the PIC and community college respondents believed they did. A near majority of the Regional Delivery System directors believed they did not. A large majority of the SDA directors did not know whether they did or did not communicate with all the educational institutions in their SDA. Those who answered "yes" indicated the method of communication. Most communication to all four groups was done in person during general meetings. Newsletters and minutes were used to a much lesser degree.		
11. The majority of all groups stated that the educational institutions communicated with the PIC in their SDA. However, 27-29% of the SDA, Regional Delivery System, and community college respondents did not know whether or not communication took place.		

QUESTIONS

Section One, Questions Twelve and Thirteen

12. Do you believe a professional training program for JTPA staff would be helpful?

13. Do you believe teacher and school administrators need to be more knowledgeable about JTPA?

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
12. A sizable majority of all four groups (95-65%) believe a professional training program for JTPA staff would be helpful.	12-13 Consensus exists that professional training needs exist for JTPA staff members, as well as for teachers and school administrators.	12-13 With leadership from DCCA, ISBE and ICCB and professional training programs to inform the educational community and the JTPA community about each other's programs, goals, objectives, and outcomes should be developed with the local entities and delivered either statewide or regionally.
13. A sizable majority of all four groups (100-80%) also believe teachers and school administrators need to be more knowledgeable about JTPA.		

QUESTIONS

Section One, Question Fourteen

14. ICoVE realizes that completing this survey has taken valuable time from you. Should we ask Congress, as it reauthorizes the Carl Perkins Act, to change this CoVE mandate by

    (1) Eliminating it as a requirement?
    (2) Lengthening the time between required reports?
    (3) Requiring it to be a joint report by CoVEs and JTCCs?
    (4) Only evaluating 8% programs?
    (5) Other suggestions:

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
14. The four parts to this question examine ICoVE's federal mandate to evaluate the coordination between vocational education and JTPA every two years.	14. Since all four groups concur that the evaluation survey and its report should continue and that the survey should evaluate more than the 8% programs, the respondents must believe the report has value and is worth their time to complete.	14.a. ICoVE should continue the biennial survey of the adequacy and effectiveness of coordination between the vocational education institutions and JTPA programs in Illinois.

OBSERVATIONS	CONCLUSIONS	RECOMMENDATIONS
	14. The concurrence given to the report's being a joint effort by CoVEs and JTCCs might indicate a desire to see a more national perspective on coordination.	14.b. ICoVE should explore a joint report with the IJTCC.
14.1 All four groups indicated that this requirement should not be eliminated. However, the community colleges were the least supportive with only 56% wanting to retain the evaluation.		
14.2 The vocational education and JTPA respondents split on whether or not to lengthen the time between required reports. Vocational education supported lengthening the time requirements and JTPA did not.		
14.3 All four groups indicated support to require the report to be a joint report by CoVEs and JTCCs. However, the community colleges split 50/50 on this vote, and the Regional Delivery Systems voted 54% in favor and 46% against. Also, 42% of PIC respondents and 44% of community college respondents had no opinion.		
14.4 A large majority of all four groups rejected the idea of only evaluating 8% programs.		

SECTION TWO

Section Two is comprised of ten questions which evaluate the goals and delivery of vocational education and JTPA.

QUESTIONS

Section Two, Question One

1. Goals. In reaching its goal, how much importance should JTPA/vocational education programs place on economic development and individual (or human) development?

OBSERVATIONS	CONCLUSIONS/RECOMMENDATIONS
1. While all four groups agreed that economic development is above average in importance, all four groups rated human development to be very important.	1. The JTPA and vocational education community share the same goal of improving human development. Therefore, the coordination between the two groups should focus its efforts on ways collaboration and coordination can assist targeted groups in their area.

QUESTIONS

Section Two, Question Two

2. Outcomes. How do you rate the following as they pertain to outcomes and successes of JTPA/vocational programs in your Service Delivery Area/region?

   Initial employment
   Retention in employment
   Getting a promotion
   Welfare reduction
   Increased wages
   Continuing to postsecondary education
   Completing secondary education

OBSERVATIONS	CONCLUSIONS/RECOMMENDATIONS
2. From 27-35% of all PIC respondents had no opinion for all seven areas. a. Initial employment was rated highly by the PIC, SDA, and community college respondents. Regional Delivery System directors rated this area slightly above average in importance.	2. The vocational education and JTPA systems agree on the same six outcomes or successes for their programs. Therefore, coordination of efforts and collaboration on programs should focus on outcomes both groups identify as successful.

OBSERVATIONS

CONCLUSIONS/RECOMMENDATIONS

b. Retention in employment was rated above average in importance by all four groups.

c. Getting a promotion was rated below average in importance by the PIC and SDA respondents. The Regional Delivery Systems and community college respondents rated this area slightly above average in importance.

d. Welfare reduction was rated above average by all four groups.

e. Increased wages was rated above average by all four groups.

f. Continuing to postsecondary education was rated well above average by every group except the SDAs which rated it above average.

g. Completing secondary education was rated well above average by every group except the Regional Delivery System directors who rated it well above average.

QUESTIONS

Section Two, Question Three

3. Outcomes. How do you rate the following as they pertain to the outcomes of the JTPA/vocational programs in your Service Delivery Area/region?

Improvement of basic skills
Development of occupational/vocational skills
Work maturity skills
Employability skills
Job search assistance

OBSERVATIONS

CONCLUSIONS/RECOMMENDATIONS

3. The PIC respondents had from 23-27% no opinion in four areas.

   a. Improvement of basic skills was rated high by every group except the PIC respondents, who rated it above average.

3. Both the JTPA and vocational education respondents rated high or above average the outcomes for basic skills, the development of occupational/vocational skills, and job search assistance. The groups should build on these mutual strengths and collaborate on these programs.

OBSERVATIONS

b. Development of occupational/vocational skills was rated very high by every group except the PIC respondents who rated it above average.

c. Work maturity skills were rated high by every group except the PIC respondents who rated it average.

d. Employability skills were rated high by every group except the PIC respondents who rated it average.

e. Job search assistance was rated high by the SDA directors and above average by the other three groups.

CONCLUSIONS/RECOMMENDATIONS

QUESTIONS

Section Two, Question Four

4. Instructional/Training Methods. For most JTPA/vocational education participants, how successful are the following methods of providing training?

On-the-job training (OJT) without classroom instruction/training
On-the-job training with classroom instruction/training
Classroom instruction/training without on-the-job training

OBSERVATIONS

4. For all three areas 31-38% of PIC respondents had no opinion.

a. OJT without classroom instruction was rated average in success by the PIC and SDA respondents and below average by the Regional Delivery System and community college respondents.

b. OJT with classroom instruction was rated above average by the PIC and SDA respondents and high by the Regional Delivery System and community college respondents.

c. Classroom instruction/training without OJT was rated above average by the SDA and community college respondents and below average by the PIC and Regional Delivery System respondents.

CONCLUSIONS/RECOMMENDATIONS

4. The community colleges and RDSs place little confidence in OJT without classroom instruction, while OJT with classroom instruction had the approval of all four groups. The vocational education system should collaborate with JTPA in establishing training/OJT programs with local businesses and labor unions.

QUESTIONS

Section Two, Question Five

5. JTPA Performance and Placement Standards.

(a) To what extent do performance standards affect recruitment of JTPA adult participants?
(b) To what extent do performance standards affect recruitment of JTPA youth participants?

5. Vocational Education Performance and Placement Standards.

(a) If vocational education reimbursement were based on performance standards (including placement in a job or continuing in education), would it affect recruitment?
(b) If vocational reimbursement for serving special (at-risk) populations were based on performance standards (including placement in a job or continuing education), would it affect the extent to which these populations were served?

	OBSERVATIONS	CONCLUSIONS/RECOMMENDATIONS
5.a/b	The PIC and SDA respondents differed sharply in their views of the effect of performance standards on recruitment for both youth and adults. The PIC respondents believe that 60% of the time performance standards would always or usually affect adult recruitment and 15-45% of the time they would always or usually affect youth recruitment. PIC respondents also believe 40% of the time standards would occasionally affect adult recruitment and 55% of the time they would occasionally affect youth recruitment. The SDA respondents believe that 53% of the time performance standards would occasionally affect adult recruitment and 27% of the time they would never affect adult recruitment. They also believe that 40% of the time performance standards would occasionally affect youth recruitment and that 40% of the time they would never affect youth recruitment.	5.a/b The PIC educational representatives apparently believe that performance standards cause the SDAs to "cream" participants in their recruiting efforts, while the SDAs disagree with this assessment. The SDAs should consider presenting information to the PIC and its committees on the number of high-risk individuals they serve in order to provide a basis for judging recruiting efforts.

	OBSERVATIONS	CONCLUSIONS/RECOMMENDATIONS
5.a/b	The Regional Delivery System and Community College respondents considered how recruitment of adults and youth would be affected if vocational education reimbursement were based on performance standards including job placement or continuing in education. These two respondents were much closer in their viewpoints. The Regional Delivery System respondents believed that 66% of the time performance standards would affect their recruitment of adults and 69% of the time they would affect their recruitment of youth. For the same categories the community college respondents indicated 60% and 62%, respectively. The Regional Delivery System respondents believed that 31% of the time performance standards would occasionally affect the recruitment of adults and 24% of the time occasionally affect the recruitment of youth. The community college believed the effect on recruitment would be 30% occasionally for adults, 33% for youth.	5.a/b The RDSs and community colleges both believe there is a direct correlation between performance standards and "creaming" in recruitment for participants. They might discuss this issue with JTPA personnel to discover why they feel performance standards do not have a significant impact on recruitment.

QUESTIONS

Section Two, Question Six

6. Planning and Coordination. To what extent do you perceive JTPA/vocational education using the following activities or arrangements to coordinate planning and reduce duplication at the local level?

(a) Joint planning of JTPA education/vocational education (Perkins) funded activities
(b) Review of grants/applications for JTPA/vocational education funding
(c) Cross-representation on PICs and vocational advisory committees
(d) Provide lists of needed training programs/Provide a list of programs to SDAs
(e) Participate in coordination agreements, both formal and informal
(f) Other (please specify)

OBSERVATIONS

6. For four of the five areas, 31 - 35% of the PIC respondents had no opinion.

   a. All four groups of respondents viewed joint planning as average in coordinating planning and reducing duplication.

   b. All four groups viewed mutual review of grants and application as average in coordinating planning and reducing duplication.

   c. Three of the four groups viewed cross-representation of PICs and vocational advisory committees as average in coordinating planning and reducing duplication. The Regional Delivery System respondents found this activity below average in effectiveness.

   d. The PICs and SDAs viewed providing lists of needed training programs of average effectiveness in increasing planning and reducing duplication as did the Regional Delivery System respondents. The community college representatives highly rated this activity.

   e. All four groups highly rated participation in coordination agreements for coordinating planning and reducing duplication.

CONCLUSIONS/RECOMMENDATIONS

6. The only activity perceived to be highly effective in coordinating planning and reducing duplication at the local level was participation in coordination agreements. This result might indicate that when coordination agreements are negotiated and signed, everyone is clear as to their respective roles and responsibilities. Whenever possible, collaborative activities should be detailed in written agreements between JTPA and vocational education programs.

QUESTIONS

Section Two, Question Seven

7. Council Membership.

   (a) Is there a JTPA representative on the vocational education advisory council? Is there a vocational education representative on the SDA's Private Industry Council?
   (b) If yes, to what extent does the JTPA representative communicate vocational education programs, activities, etc., to the PIC? If yes, to what extent does the vocational education representative communicate JTPA projects, activities, etc., to the vocational education programs in the regional delivery system or community college districts served by the SDA?

OBSERVATIONS	CONCLUSIONS/RECOMMENDATIONS
7.a. Only 32% of the PIC and 14% of the SDA respondents know that a JTPA representative is on the vocational education advisory council. Fifty-three percent of the PIC respondents and 50% of the SDA respondents stated that they did not know, and 16% of the PIC and 36% of the SDA respondents know that there is not a representative. Forty-five percent of the Regional Delivery System and 60% of the community college respondents know there is a representative on the PIC; 24% of the Regional Delivery Systems and 25% of the community colleges state there is no representative on the PIC; and 31% of the Regional Delivery Systems and 15% of the community college respondents indicated that they do not know.	7. The vocational education respondents are much more aware of their representation on PICs than the JTPA respondents are of their representation on vocational education advisory councils. No indication was given in written comments by JTPA as to why this is so. RDSs should consider informing the PICs and SDAs in their areas as to who represents them on the advisory council.
b. Those who answered "yes" to the above question were asked to what extent the representatives communicate information from these meetings. All four groups indicated that they sometimes received the information.	

QUESTIONS

Section Two, Question Eight - Ten

8. Receiving Information. How does the JTPA community learn about the vocational education activities, meetings, special services, and programs available? How does the RDS and/or community college learn about the JTPA/PIC activities, meetings, training slots needed, special services, and programs needed, etc.?

9. Communication. How does the JTPA community communicate with vocational education providers in the regional delivery system and community college district regarding the training services they are capable of providing vocational education? How does the RDS and/or community college communicate with the SDAs in the region or district regarding the instructional/training services they are capable of providing for JTPA participants?

10. Quarterly Coordination Meetings. Have you attended an interagency quarterly coordination meeting? If yes, how do you think it was helpful? If no, what topic would be helpful?

OBSERVATIONS	CONCLUSIONS/RECOMMENDATIONS
8. For the PIC, SDA and RDS respondents the two greatest ways they received the above information was in person and at conferences. For the community college it was from PIC educational representatives and requests for proposals.	8./9. The greatest communication, coordination and information exchange occurs in person and at conferences. Requests for proposals also ranked high as an effective means of communication. The related state agencies, as well as the local entities, should work together to develop and present informational conferences at the state, regional and local levels. An effort should also be made to encourage JTPA and vocational education entities to invite one another to existing conferences.
9. The greatest way all four groups learned about each other's training services and programs was in person. The second greatest way for PIC and Regional Delivery System respondents was at conferences. The second greatest way for SDAs is through requests for proposals, and the second greatest way for community college is through their PIC representatives.	
10. Of the respondents to the survey, those who said they had attended a quarterly coordination meeting were 42% of the PIC, 67% of the SDAs, 79% of the Regional Delivery Systems, and 62% of the community colleges.	10. The two groups seem to place importance on attendance at interagency quarterly coordination meetings. This attendance should be encouraged since there seems to be a direct relationship between attending meetings and coordination efforts.

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